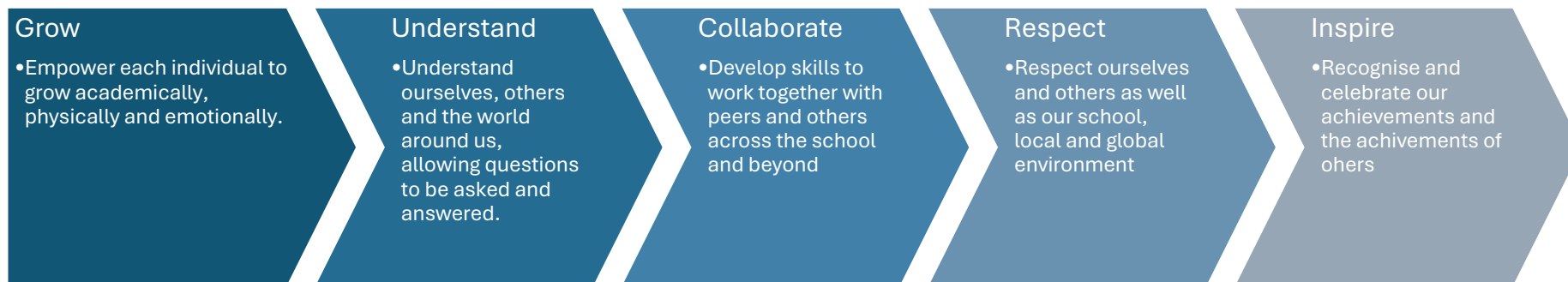


Behaviour Consistencies

Our school values underpin our approach to behaviour at Charmouth:



Rationale:

At Charmouth Primary School, we believe that a consistent and predictable approach to behaviour is essential in creating a positive and calm learning environment. Clear expectations and routines promote safety, respect, and discipline among pupils.

This guidance is rooted in our core values of growing, understanding, collaborating, respecting and inspiring. By practicing good behaviour pupils learn self-discipline, and how to contribute positively to the school community. Through consistent reinforcement and practice, we aim to create a caring, inclusive atmosphere where all children feel secure and able to thrive academically and socially.

We embed the principles of *Ready, Respectful, Safe*—a simple yet powerful framework inspired by the work of Paul Dix—to help guide our pupils' daily interactions and decision-making. These shared expectations support a common language across the school, ensuring that every child knows what is expected and can meet those expectations with confidence.

As well as having a precise and clear response to behaviour, we explicitly teach positive behaviours through our behaviour curriculum. We have a weekly focus to ensure that children have a good understanding



AT CHARMOUTH WE ARE...

READY

RESPECTFUL

SAFE

Our collective understanding of ready, respectful and safe...

Ready	Respectful	Safe
Engage our brains		
Follow instructions the first time I am asked		
Be kind, friendly, and welcoming		
Line up sensibly when asked		
Take turns		Be helpful to others
Listen carefully to everyone.		Do not hurt anyone; show kind hands
Be smart	Show care	
Show curiosity	Be gentle	
Have a positive approach	Show empathy and understanding	Talk to trusted adults if I do not feel safe
Be ready to learn	Be proud of myself, my work, and be proud of others.	
Work tidily	Enter assembly silently	Walk through the school single file
Use a voice appropriate to the situation (e.g., indoor or outdoor)	Show active listening	
Look at the speaker	Say please and thank you	Line up at the dismissal point.
Try my best in everything I do		

Graduated response for classroom disruption	<p>Reminder</p> <p>In private give the child a reminder of the behaviour that is expected.</p> <p>Refer to ready, respectful, safe. You are not demonstrating that e.g. “you are ready because...”</p>	<p>Reflection</p> <p>Time in, reflection questions. (Provide time in reflection questions)</p> <p>Discussion with class teacher or teaching assistant.</p>	<p>Move within Class</p> <p>Class teacher will communicate this with parents verbally and record on CPOMS</p>	<p>Move to another class</p> <p>Children who reach this stage on two occasions will go to HoS/SENDCO for reflection time.</p>	<p><i>Communicate clearly and regularly with parents around behaviour incidents</i></p>
	<p><i>Review each behaviour incident and consider consequence menu</i></p>				

<p>Consequences -Sanctions are explained clearly and calmly, not emotionally delivered - Fair, proportionate, and consistent application is essential -Where possible, sanctions are followed by relational repair and support -Used as part of a graduated response, especially for pupils with SEND</p>	<p>Reflective or restorative Restorative conversation with the pupil (and peers if relevant) Written or verbal reflection on what happened and what could be done differently next time Apology letter or genuine verbal apology Conflict resolution session supported by an adult Repair and rebuild time with the adult the behaviour affected</p>	<p>Time and space to regulate Time-in with a trusted adult rather than time-out (co-regulation) Calm corner or sensory break with clear re-entry plan</p>	<p><u>Making Amends / Repairing Harm</u> <i>Helping to put things right, e.g. tidying a space that was disrupted</i> <i>Acts of kindness to the person affected</i> Revisit expectations calmly and explicitly before returning to class</p>	<p><u>Teaching and Learning Opportunities</u> <i>Teaching session or story linked to social-emotional skills (e.g. empathy, regulation)</i> <i>Draw-and-talk activity to explore feelings and actions</i> <i>Working with a mentor on recurring challenges</i></p>	<p><u>Loss of Privilege (Used Thoughtfully)</u> <i>Loss of a leadership role or responsibility temporarily, with a path to earn it back</i> <i>Natural consequence (e.g. missing part of a game due to earlier unsafe behaviour during PE)</i> <i>Change of seating or grouping to help rebuild focus and relationships</i></p>	<p>Additional support -Relational support plan. -Use of ABC chart to monitor for patterns and apply support. -Daily Check-ins / Check-outs -Boxall Profile Assessment -Home-School Communication Book -Mentoring or Key Adult Relationship -Referral to External Agencies -EH support/ TAF meetings</p>
<p>Sanctions for serious behaviour (HoS) Internal exclusion (isolation) – pupil completes work away from peers for a set period. Fixed-term exclusion (suspension) – used for significant breaches of behaviour policy (with reintegration meeting)</p>						

<p>Rewards</p> <p>Reward behaviours you want to see more of, not just outcomes Focus on consistency and fairness, not comparison Use rewards to build confidence, relationships, and motivation Always link rewards to the school's values or learning behaviours</p>	<p>Verbal and Social Recognition Specific verbal praise linked to effort or values. Celebration in assembly Sharing achievements with the Head of School or another trusted adult. Phone call home to share good news.</p>	<p>Written Recognition Certificates and awards -Learner of the week. -Head of School Award</p> <p>Values stickers. Display of work in class or around school</p>	<p>Whole-Class or Group Rewards Pebble in the bucket or class points leading to a collective treat.</p>	<p>Intrinsic and Reflective Rewards Time to share learning with a peer or adult Time to reflect on progress and set personal goals Sharing success with an older pupil (mentor) Sharing success in vertical families Noticing and naming strengths One-to-one time with a trusted adult for reflection</p>		
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